



## CAROLINA SPRINGS MIDDLE

6180 Platt Springs Road  
Lexington, SC 29073

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	759 Students	
<b>Principal</b>	Alan G. Zwart	803-821-4900
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	Cynthia S. Smith	803-957-5095

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Good	Excellent
2009	Good	Good
2008	Average	Below Average
2007	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

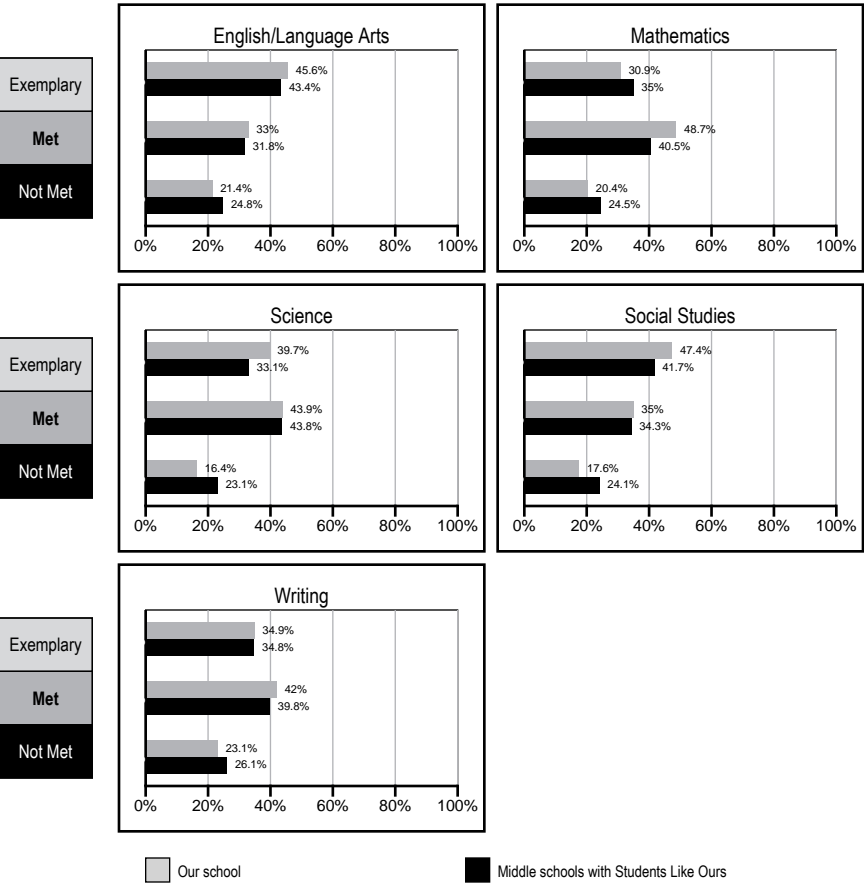
96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
13	16	8	1	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.5%	97.1%
English 1	97.5%	96.4%
Biology 1/Applied Biology 2	N/A	94.8%
Physical Science	N/A	26.4%
US History and the Constitution	N/A	100%
All Subjects	98.0%	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=759)				
Students enrolled in high school credit courses (grades 7 & 8)	22.8%	Up from 17.7%	34.2%	24.5%
Retention rate	0.8%	Up from 0.3%	0.4%	0.7%
Attendance rate	96.2%	Up from 96.1%	96.2%	95.9%
Served by gifted and talented program	24.9%	Up from 22.1%	24.4%	17.8%
With disabilities other than speech	6.7%	Down from 7.7%	8.3%	9.2%
Older than usual for grade	1.6%	Up from 0.8%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.6%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	56.6%	Down from 57.4%	61.1%	60.0%
Continuing contract teachers	88.7%	Up from 83.3%	84.3%	82.6%
Teachers returning from previous year	92.4%	N/A	89.1%	85.6%
Teacher attendance rate	95.1%	Up from 94.7%	95.2%	95.3%
Average teacher salary*	\$46,111	Down 0.3%	\$47,081	\$46,300
Professional development days/teacher	13.8 days	No Change	9.9 days	9.9 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	24.1 to 1	Up from 22.0 to 1	23.3 to 1	21.5 to 1
Prime instructional time	90.3%	Up from 89.5%	90.5%	90.1%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.7%	Down from 96.4%	98.8%	98.1%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$7,540	Down 0.9%	\$7,026	\$7,634
Percent of expenditures for instruction**	64.0%	No Change	65.3%	64.0%
Percent of expenditures for teacher salaries**	62.8%	Up from 62.7%	63.8%	61.2%

\* Includes current year teachers contracted for 185 or more days.  
\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

In 2010-2011 Carolina Springs Middle School received South Carolina Palmetto Gold and Palmetto Silver awards. The Palmetto Gold award distinguished CSMS as a school with a "good" absolute student achievement rating and "excellent" student improvement rating on the school report card. The Palmetto Silver award recognized our improved achievement among historically underperforming student groups.

Two CSMS Robotic Teams proudly vied in regional competitions. One CSMS team advanced and placed fifth overall among the 80 teams competing in the State Robotics Championship. Our band and choral programs received Excellent and Superior ensemble and individual awards this year, and the band program received the coveted S.C. Band Directors Association's Outstanding Performance Award (OPA) for the second consecutive year. Our students once again led all other middle schools in the number of student art award winners displayed at the S.C. State Fair.

The CSMS staff has made a strong commitment to literacy across the curriculum and to ensuring that all students read, comprehend and learn effectively in all content areas. A highlight of the CSMS literacy program is the annual Family Literacy Night; this year hundreds previewed and purchased summer reading books. Our PTSA provided outstanding leadership and support throughout the year, sponsoring wonderful landscape projects this year as well as parent/student education programs, school programs and staff/student recognition.

Lexington One's priorities are LexLeads, LexLearns and LexLives. Through LexLeads, we seek meaningful ways for students to learn and practice leadership skills. This year students provided leadership in a variety of service projects, including fundraising campaigns for Relay For Life/American Cancer Society, Pennies for Patients and the Ronald McDonald House, and food drives in support of Lexington Interfaith Community Services. We are training CSMS staff in the gradual release of responsibility for student learning, a part of LexLearns. This process leads to self-directed student learning, empowering our students to manage their learning needs throughout life, rather than teacher-centered/directed learning. We know that student and adult learners must choose learning activities, outcomes and pace of learning in order to be successful in the 21st century. Through LexLives, we focus on wellness and fitness strategies to ensure students are healthy, happy contributing citizens.

Our staff continues to use Measures of Academic Progress and other student data to identify struggling students and meet their needs by providing meaningful interventions. The Response to Intervention Husky Time program identifies students requiring additional time and assistance in order to succeed, and matches these students with effective interventions. Staff and students continue to focus on Respect for Learning, Self, Others and Property.

CSMS pledges to maintain a positive learning environment where students become independent, contributing, caring and creative learners.

Alan G. Zwart, Principal  
Tracy Broadnax and David Rainey, School Improvement Council Co-Chairs

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	237	118
Percent satisfied with learning environment	97.7%	83.5%	90.4%
Percent satisfied with social and physical environment	100.0%	84.3%	85.2%
Percent satisfied with school-home relations	92.9%	86.8%	81.7%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	754	99.9	21.5	33.3	45.2	87.5	88	82.4	Yes	Yes
<b>Gender</b>										
Male	366	99.7	24.9	33.6	41.4	84.9	84.9	78.7	N/A	N/A
Female	388	100	18.3	33	48.8	89.9	91.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	560	100	17.7	32.5	49.8	90.6	90	88.9	Yes	Yes
African American	152	99.3	37.2	35.7	27.1	72.9	74.6	72.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	31	100	23.3	40	36.7	96.7	81.2	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
<b>Disability Status</b>										
Disabled	68	100	57.1	30.2	12.7	61.9	51.1	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	29.4	41.2	29.4	94.1	80.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	310	99.7	32.6	36.5	30.9	78.9	78.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	754	99.9	20.6	49	30.3	88.3	88	81.9	Yes	Yes
<b>Gender</b>										
Male	366	99.7	22.6	45.8	31.6	86.1	86.5	79.9	N/A	N/A
Female	388	100	18.8	52	29.2	90.5	89.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	560	100	17.3	49.1	33.6	90.4	89.8	88.9	Yes	Yes
African American	152	99.3	35.7	47.3	17.1	78.3	75.3	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.4	94.6	I/S	I/S
Hispanic	31	100	16.7	60	23.3	93.3	82	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	68	100	52.4	44.4	3.2	57.1	52.3	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	23.5	52.9	23.5	94.1	83.1	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	310	99.7	29.8	53.7	16.5	79.3	78.1	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	502	99.8	17.2	43.6	39.3	82.8	80.1	68.6
<b>Gender</b>								
Male	238	99.6	17.7	44.1	38.2	82.3	79.7	68.3
Female	264	100	16.7	43.1	40.2	83.3	80.5	68.9
<b>Racial/Ethnic Group</b>								
White	364	100	14	43.3	42.7	86	82.8	80.7
African American	104	99	32.1	44	23.8	67.9	60.6	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	25	100	16.7	45.8	37.5	83.3	70.5	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	88.6	70.8
<b>Disability Status</b>								
Disabled	46	100	48.8	36.6	14.6	51.2	45.3	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	12	100	25	41.7	33.3	75	70.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	210	99.5	27.1	44.7	28.2	72.9	66.5	57.3

**Social Studies**

All Students	498	99.8	18.1	35.4	46.5	81.9	82.8	72.5
<b>Gender</b>								
Male	245	99.6	19	24.6	56.5	81	82.5	72
Female	253	100	17.3	45.7	37	82.7	83	73.1
<b>Racial/Ethnic Group</b>								
White	378	100	14.3	34.9	50.8	85.7	84.7	81
African American	99	99	35.7	36.9	27.4	64.3	69.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	15	100	6.7	46.7	46.7	93.3	74.5	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.9	73.5
<b>Disability Status</b>								
Disabled	43	100	40.5	42.9	16.7	59.5	49.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	12	100	8.3	66.7	25	91.7	76	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	202	99.5	32.6	35.8	31.6	67.4	70.3	62.9

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	246	99.6	23.1	42	34.9	76.9	79.6	73.2	96.2	95.7
Gender										
Male	116	99.1	25.9	50	24.1	74.1	74.1	67.2	95.9	95.7
Female	130	100	20.6	34.9	44.4	79.4	85.3	79.4	96.4	95.8
Racial/Ethnic Group										
White	186	99.5	19.6	42.5	38	80.4	81.6	81.5	95.9	95.7
African American	44	100	37.2	44.2	18.6	62.8	65.3	61.3	97.1	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	87	97.8	96.6
Hispanic	12	100	33.3	33.3	33.3	66.7	68.2	66.7	96.6	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.9	72.2	94.9	94.9
Disability Status										
Disabled	20	95	N/AV	N/AV	N/AV	38.9	30.7	26	93.8	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.7	65.7	97	96.3
Socio-Economic Status										
Subsidized meals	97	99	34.1	41.8	24.2	65.9	67.4	63.2	95.3	94.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	244	99.6	17.2	33.2	49.6	82.8
	7	234	100	19.2	29.5	51.3	80.8
	8	212	100	27.4	28.9	43.8	72.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	259	100	23.7	32.2	44.1	76.3
	7	245	99.6	19.3	33.8	46.9	80.7
	8	250	100	21.3	33.9	44.8	78.7

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	244	99.6	16	46.2	37.8	84
	7	234	100	31.7	42.4	25.9	68.3
	8	212	100	26.9	45.3	27.9	73.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	259	100	24.9	47.3	27.8	75.1
	7	245	99.6	16.7	42.1	41.2	83.3
	8	250	100	20.1	57.3	22.6	79.9

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	124	100	13.2	54.5	32.2	86.8
	7	233	99.6	15.8	45	39.2	84.2
	8	107	100	15	21	64	85
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	132	100	24.2	53.3	22.5	75.8
	7	243	99.6	15.9	45.6	38.5	84.1
	8	127	100	12.5	30	57.5	87.5

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	121	100	11.8	49.6	38.7	88.2
	7	232	99.6	22.6	40.7	36.7	77.4
	8	105	100	22.8	35.6	41.6	77.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	130	100	16.4	39.1	44.5	83.6
	7	244	99.6	22.5	33.5	44.1	77.5
	8	124	100	11.7	35	53.3	88.3
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	241	98.3	17.1	42.3	40.6	82.9
	7	232	98.3	18.1	43.4	38.5	81.9
	8	210	99.5	20	47	33	80
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	246	99.6	23.1	42	34.9	76.9

Abbreviations for Missing Data

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